

SAN JOSE HISTORICAL MUSEUM
ORAL HISTORY PROJECT

AUDIO CASSETTE: #112, Tape 1 of 1

VIDEO CASSETTE:

INTERVIEW DATE: March 3, 1992

INTERVIEWEE: Marian Harris

SUBJECT: Family background, teaching career

INTERVIEWER: Nancy Leonard, SJHM Volunteer

TRANSCRIBER: Evelyn Cannon, SJHM Volunteer

Introduction by Nancy Leonard: This is Nancy Leonard and I'm interviewing Marian Harris, former Santa Clara Valley school teacher, and the date is March 3, 1992.

MH = Marian Harris

NL = Nancy Leonard

NL Why don't you just tell me about how you ended up getting to this area, where your family came from.

MH Oh, well my mother and father were married in England and their honeymoon was a trip to the United States and they came right from Sheffield, England to Wright's Station in the Santa Cruz Mountains. My mother was an asthmatic and my father's family had a brother who lived in the Santa Cruz Mountains who had been an asthmatic and he had written back to the family how the climate had benefitted him so very much and he thought that it would be well for my mother. My father had really tried to emigrate to Canada but they changed their mind and my father

_____ and then they went to the Santa Cruz Mountains. My father learned how to be a fruit rancher and they bought a ranch and we lived there. I went to school in a one-room school at Husky(?) Creek and I doubt if we had as many as 20 children at a time.

NL Where was Husky Creek School?

MH Well that's about 14 miles above Soquel on the old San Jose Soquel Road.

NL Tell me some of your memories about a one-room school.

MH Very very happy, very happy.

NL Were the children segregated, boys and girls?

MH No, no not at all. We were too small for that and I had a wonderful first and second grade teacher and to me she taught really just the way I did, a combination of sight reading and phonics. Very very interesting and we just had very nice teachers. One disaster though, the teacher had to board at our house for two years (laughter) and I didn't enjoy that but there just wasn't any place for her to stay and so my mother consented to have her stay at our place. No, school was very happy in the Santa

Cruz Mountains.

NL Was there more than one teacher in this one-room school?

MH Oh no, no just the one, just one teacher. After my father got his citizenship papers, he was always impressed with it because, you know, _____ (inaudible).

NL How did you get to school?

MH You know, I'd walk, it wasn't that far. And then when I went to high school, the train was running. You might possibly remember it as the Suntime Special or maybe you heard your folks talk about it. Well, I got on at the station at Wall, other kids too, and went to Los Gatos High School for four years. And then of course I had to live in San Jose to go to college.

NL Then you got to San Jose State, I guess it was San Jose Normal School then.

MH No, no, it was San Jose State but I think the first year I went it was three years.

NL The program?

MH Yes, but that was the first year I went but it became four years. I had a little interruption though, I got married at the end of my junior year and I was out of school for about 10 years and then I went back in 19__

NL So you didn't go straight from....

MH No, no, I didn't go straight.... No, no, that was a little incident in my life there.

NL So what year did you get your teaching certificate?

MH 1942.

NL 1942 and then you began teaching?

MH No, I didn't begin teaching right away. I began teaching in 1944 and then, let's see, '45, '46, got to look at the dates here. Well anyway, the next three years I taught at Oak Grove and after that all my teaching was at the Lincoln Glen School in the San Jose Unified District.

NL Tell me a little bit about Oak Grove. Was that a separate school district at that time?

MH (Chuckle) Oak Grove was a county school. No, it wasn't a district, it was just a county school and there were four teachers. There were four teachers, three trustees, and really it was a very very nice community, a farming community, we went through orchards on our way to school and the children really were mainly Mexican children and some Japanese and then of course the resident families but I would say almost three-fourths of the population in the school was Mexican children but very nice children, except that I had such a good class because, well, in the primary grades all the children went to school but the population of the school dwindled down grade-wise because in the third and fourth there weren't quite as many, in the fourth and fifth, then when it got to the seventh and eighth I don't think there were ever any more than 18 and their graduation classes were only about eight because at that time children dropped out of school. And then of course a lot of them were tenants, not tenants but migrants.

NL You must have had quite a turnover of kids.

MH Yes we did, we did.

NL Now where....

MH It's on _____ Road and Cottle right near IBM.

NL Is it _____?

MH Oh no, Oak Grove? Oh no (chuckle) No, Oak Grove was an old fashioned school building and they had their original school building which they turned into a community hall; it had 1893 on it but of course the building I taught in was newer than that. No that building is gone and Oak Grove now is just Oak Grove School District, the school district by itself. There's a Hart School where you taught over _____.

NL My brother-in-law teaches at Oak Grove. Tell me a little bit more about the makeup of that original school and the physical plant. What was that truly like?

MH Well, it was an old fashioned school. There were large rooms, high ceilings and I really don't remember about the heat and of course the light, you know, the windows on one side. And well, it was just an old fashioned school building. Our duplicating process was very primitive; I had the most because I had such a big class so I got myself a lot of technigraphs and did it that way and then of course we had a school bus 'cause a lot of the children couldn't walk to school. And, as I say, we

had a teaching principal and she was a wonderful person. Oh, I should say the next year we had five teachers, yes five teachers.

NL But you still had four rooms huh?

MH No, I just can't remember. No, another room was added somehow, I just don't remember that well. No, no there was a division from the classes.

NL You had 50, more than 50 children in your classes one year?

MH Yes I did, I had to keep two registers. Yes it seems unbelievable now (laughter) but there they are in the picture (laughter).

NL Did they start with double sessions at that point or did they start that later?

MH No, no, I didn't teach a double session until I came into San Jose. No, that's just the way it was, you took it or left it; that's all there was to it. And I liked it very very much, the principal was very kind and the trustees were very supportive really.

NL Did you ever have anybody come help you like today? It's very common to have parents come help you _____?

MH No, no, I had a wonderful supervisor. You know, I had been out of school for 10 years and I didn't have to do my student teaching over again but I did take Observation and I had just finished teaching and reading so that was a little help, but I had a wonderful supervisor who came and gave me some good help and stayed with me after school sometimes and so after my first year I felt very confident (laughter), fairly (laughter), and you taught everything yourself, your own music, and I had the PE for the fifth, sixth, seventh and eighth grade boys besides my own class. And then the second year I was there I taught art in the fourth and fifth grades.

NL So there was some class teaching? The other teachers teach a class besides?

MH No, no, see I got out at 2:30.

NL Oh, so you had to keep working, huh? (laughter)

MH Yes and then when the principal had to be away, she was a teaching principal, but that was a county school which meant executives had to go in to San Jose, the county

office, and when she had to leave then I would sit with the eighth grade, I got promoted (laughter) -- seventh and eighth grade. And then one year I taught hygiene to the seventh and eighth grade. It was really a very good experience. And of course they had a very nice orchestra. Well, our principal, Mrs. Clasterson(?), was very good in music and then of course they had someone who played, I think, twice a month -- I just don't really remember -- to help with music, a supervisor.

NL So this is sort of around the end of the war, isn't it, when you were starting to teach?

MH Near then.

NL So was that much of an influence somehow?

MH No, I really don't remember that as being too much of an influence. One of the teacher's husbands, her husband was in the service and of course we worried about that. No, it didn't seem to influence school that much nor did we seem to do anything particularly, as I remember, in the war effort at school. 'Course, you see, the war was over; you see this was 1945 when I was at Oak Grove.

NL That's a pretty _____.

MH Yeah, not over but getting over.

NL You were talking about the children. It's so different now, we try and keep everybody at school just as long as we can and how do you know, the kids could drop out.

MH Well, look at the pictures of these children. This boy, this pretty boy, I think he was almost 12 years old.

NL And he was in primary grades?

MH Yes, uh huh, and the same with the girls. They just simply dropped out and their parents didn't make them go to school.

NL I guess there was probably a lot of attendance problems too then, as far as you were concerned, with kids staying home to help with the chores, the ranch chores.

MH Yes, yes there was but we had a school nurse, of course she wasn't a resident naturally, and she helped in that way 'course with home visitation. We weren't as particular as in later days about attendance.

NL So the kids -- like you said this one was 12 years old and what, maybe in third grade?

MH No, he was in the second grade but he could hardly speak English and so I really had to help him a little bit 'cause I had a little Spanish so I could help him.

NL So were children kind of retained until they could perform to a certain proficiency or....?

MH How were children promoted. Most of the children were promoted really. And I remember my supervisor tested two or three of the children but as far as referrals, we had none. They just had to sink or swim and repeat. 'Course I taught the first and second grade and I was only there three years so I gave _____; you see I wasn't there long enough to really know about how they went along in school. But there was such a fluctuation in their population in the school because they didn't stay.

NL That long.

MH Uh huh. It wasn't really like a migrant school, I don't mean that, but there'd be many leave during the year.

NL Because they were by and large migrant farm workers?

MH Oh yes, yes uh huh.

NL As well as the ranches.

MH It seems to me though -- 'course I don't know anything about school now -- but the parents were so amenable; they seemed very very really appreciative. And of course, Oak Grove had a very strong PTA _____
_____.

NL Where were some other kinds of PTA at? _____
_____.

MH Well, whew! The teachers had to help and I remember one. I had to take over one meeting _____.

NL A demonstration?

MH Well I got a _____ yes. Well, let me see. I just really can't remember. Of course, it was mandatory that teachers go to the meetings and they were in the afternoon. And i would say the Oak Grove PTA seemed more of a social function; I don't remember exactly what we did for the school. We didn't have a cafeteria or anything of that sort so we didn't get any help in that way.

NL So then you moved over to San Jose.

MH Yes, my supervisor thought that it would be better for me and I'd get a better salary and the teaching conditions would be easier and so she recommended that I take the examinations for San Jose Schools. And Mr. Christopher, who was the clerk of the trustees, was so kind to me and he said, "Mrs. Harris, if you don't pass the examinations for the San Jose City Schools, you have a job with us."

NL And who was he?

MH He was the clerk of the board, he was a trustee.

NL Oh, at Oak Grove.

MH At Oak Grove and I thought that was very kind.

NL Right. So all the teaching candidates would have to take a test?

MH Yes, yes. I remember there were 17 when I placed into San Jose and you had to answer questions. Let me see, you had seven supervisors, or seven people, from the San Jose District Office come and watch you teach at different times and then you had your interview, it seems to me you had your interview with the Superintendent, and then you had to write a unit of work, and then you had a

competency examination.

NL It was pretty thorough wasn't it?

MH Yes it was (laughter).

NL It must have put you on pins and needles for a while (laughter).

MH Yes I was, I was scared.

NL Now, that would be about 19 what?

MH '47 I guess.

NL '47. What were the salaries like then?

MH Well I was looking at this. I don't remember my first salary in San Jose Schools. When I taught in the private school, I got \$1400 a year, that was for the nine months of school and the next was \$1800, I guess, and then I got a raise to \$2000; anyway, I ended up with \$2300 and that was for the year. (Laughter) It wouldn't take you too far today would it? (Laughter)

NL No.

MH Times were very very different. It's hard to realize how different they were. You know, that wasn't too awfully far removed from the present, 'course there's been the war and war of course gave us all more opportunities 'cause there was more work.

NL Well, you know, after the war there was quite a growth going on.

MH Oh, well yes, oh I should say so. 'Course roles began to expand, now one of the teachers that I taught with had a school named after her. Soon after I left another school was built in Oak Grove District.

NL And what was that named, do you remember?

MH Carolyn Davis.

NL When you went to San Jose then, was that the beginning of the time when they started hiring a lot of teachers? Or was that a little bit later?

MH No, no that was _____ later. No, as I say, I was among 17; I saved the newspaper article. And when I went to Lincoln Glen they had double sessions and I taught in the afternoon because I didn't drive at that time and I went

on the bus so I asked if I could teach in the afternoon. I was the only one by myself in the afternoon. And the double session, that meant that you had to put the children's pencils, all the equipment, in shoeboxes and you stored them in shoeboxes and _____ things went in that way. And we did and I shared the room with 11. I was very fortunate, everyone I shared rooms with was very easy to get along with.

NL How long did those double sessions last?

MH That's just what I was trying to think of. I can't remember if I did that for four years or five years, I know four for certain. It wasn't easy but we managed.

NL Did you live out here when you went to Lincoln?

MH Yes, yes I did.

NL Quite a trip then too.

MH Yes it was, but then I did demonstration, helped rather, in demonstration work in summer school and they held those schools at Horace Mann School and I did that for three years and with the extra money I bought myself a car.

NL And then you had to learn to drive too. (Laughter)

MH Yes (laughter) I did. Yes um hmm.

NL What would you demonstrate to, other teachers or....?

MH Oh no, I don't want to misrepresent myself to you. I was asked to help another teacher, a real real pro, and I had other things to do. It was a very very rewarding and interesting experience and, as I say, I did it for three years. And then also during one summer I was a reader for this Professor Hall but he's gone now.

NL When you were at Lincoln Glen, did you always teach primary?

MH I taught the first grade and continued with them through the second grade and then some years I taught the first and second grade together which was not really nearly as hard as you'd think.

NL No, just a little extra planning.

MH Yes, just extra planning. And you spoke about holding children back. I made the terrible mistake of holding two or three problem children back but I had them three

years (laughter).

NL It was worse for you wasn't it? (Laughter)

MH Rather (laughter).

NL Well were there other teachers that taught those grades too then?

NL Let's see, there were two first and second grade teachers as I remember.

NL So if you held somebody back, you wouldn't give them to the other teacher?

MH No, no, after all I wasn't the principal (laughter). But that didn't happen very often, the children at Lincoln Glen were lovely children.

NL So Lincoln Glen School was where?

MH That's on Curtner and Lincoln Avenue.

NL Okay, corner of Curtner.

MH And it's a Senior Center now.

NL Is it?

MH It was a small school. I was trying to think, the biggest class I ever had, I think, was maybe oh 32, something like that. And then of course San Jose had a stipulation that a primary teacher was to have no more than 27 children in her class but we very very seldom had that few. And then as time went on I had teacher's aids and then well I had a good many student teachers too and they were very very good.

NL Did you find that helpful to have an aid in the class?

MH Yes and no.

NL You're not gonna tell me?

MH Did you?

NL (Laughter) Well yeah. Some aid people were very helpful and others were less.

MH Exactly (laughter). The student teachers were just wonderful. Only one girl had problems and it just made me feel wonderful to see the girl develop and become proficient.

NL How many years altogether did you teach?

MH Twenty-nine.

NL So day one -- year one -- to year 29 did you see many changes in the curriculum and so forth?

MH Yes, the new math came in and that was very very different. I took a course in trying to learn how to teach that, in television. I went to, you know, a _____ school and watched television. Yes and then the teaching of reading changed too, there was more emphasis put on phonics.

NL It was originally a lot of sight, wasn't it?

MH Yes. No, that's a misconception I think. I never taught reading and _____ by sight reading, it was a combination of sight reading and phonics. And the Dick and Jane books that are so made fun of, the manuals that went with them were really very very good; the subject material, no, it wasn't very stimulating but they were a combination of sight reading and phonics. But no, different methods of reading.

NL When you were taking teacher training, is that the method

they taught you to teach reading was sight and phonics?

MH No.

NL How did that business of sight reading get going and get such a bad rap? Phonics seemed to be left out pretty much for a time.

MH Well, I had a supervisor who used to say, "Well, children learning the alphabet, it's a cute little trick, but they really don't need it until they're about in the third grade." And in a way that's true but, you know, parents began to think that so many children weren't reading very well so that was when they thought that they needed more phonics. But to teach reading completely phonetically, I think, is really rather deadly. It seemed the idea was if a little child had a vocabulary of about 50 words, even 50 words, look I can read and not stop to sound out every word. Oh of course, go on from there phonetically.

NL There sure are lots of different theories.

MH Yes there are, yes there are. Oh no, I don't believe in complete sight reading really but I think children need to enjoy reading and, you know, it's just wonderful when children start to learn to read by themselves. And some

children you hardly know how they learn to read because they just pick it up so quickly, put the words together, put the letters together and the words and the sounds.

NL What happened when the new math came in?

MH Not to wander, did you have the counting then?

NL Yes.

MH You put their fingers on?

NL I knew what those were.

MH Well, we had those. Parts of the new math were very good. You know you....

NL Parts were kept really, I think.

MH I beg your pardon?

NL I think parts of it were kept.

MH Oh yes, yes that's true, yes that's true. But my goodness -- 'course I'd been teaching third grade -- but even in the end of the second grade it was such a long

procedure you'd cover the whole board with the problem. But for the first grade, beginning with units of ones and tens and hundreds it was very good, just that beginning. We became so much more conscious of math, our supervisors gave lots of help; for instance, I can't even think of the word now but we made cards with sandpaper, you know, tracing the numbers.

NL Uh huh, yeah.

MH That was a great help for some children.

NL What did you see in changes in the discipline over the years?

MH Oh my! (laughter) Well, I was very very fortunate really, we had a principal who believed in discipline and she backed the teachers always, but she wanted you to be able to maintain your own discipline. Well, there was one very very good thing that came in changing ways of discipline, no teacher was ever to touch a child and that was the best thing that ever happened. I don't remember really ever whacking anybody with a ruler but I had in my time, I guess, given somebody's bottom a swat and it's a good thing that it stopped.

NL About when did that occur? Do you know?

MH Uh hmm, well let's see, '72, oh I would say about in the fifties 'cause you know some terrible things have happened. As you very well know, teaching is very nerve wracking at times.

NL Oh yeah (laughter).

MH And when you've asked a child to be quiet or whatever they're doing is disrupting the class sometimes the zero point comes. But of course there ought to be other ways of getting around that so I think that was a very very good change and -- I don't know who's gonna hear this tape (chuckling) -- but I think the change came in parents too, not so much in my time but I think parents complained more about school, or not complained more about school -- maybe it's because they're more interested.

NL Now you mean?

MH Yes, yes.

NL Do you _____ after school _____ like they used to?

MH I really don't know.

NL Maybe they demand more.

MH Yes exactly, exactly. I was really very fortunate. I had an experience with parents demanding _____. Like one person said that she would _____ me _____ to keep her child after school.

NL Did you do that?

MH No, of course not (laughter). I had preparation to do after school (laughter). No.

NL What was your time like, the times you spent working, you know, teaching plus the extra stuff you have to do?

MH Well, you mean extra curricular?

NL No, just all your preparations plus _____.

MH Well, I guess I was kind of slow. It seemed to me I spent a great deal of time, I stayed after school to do my work.

NL You didn't take it home?

MH Not too much, oh I took folders home, I took papers home to correct but lots of times I stayed till four or four-thirty and then, like over the Christmas vacation, I always spent a day getting my room ready. So yes, I did spend quite a bit of time in preparation.

NL What are some of the most rewarding experiences you can think about? Do you have any stories about this?

MH Well, one anecdote. In my first class, my first two years, I had a little girl who was very very interested in fairies and very imaginative and also very very sensitive and her mother wanted her to break away from that. Anyway so, well she really did because, you know, she couldn't live in that kind of world all the time, and so when she was in the second grade, I guess they were going to Boonbergs(?) and I talked to her and I told her I said, "You know the fairies wouldn't be in the Boonbergs and you're going to be in the Boonbergs." Anyway, we talked about it and her mother told me later that it really meant a lot to Lexie and so that was a very nice experience. But I had a very weird experience. I was on double session and I had a large Mexican -- this was at Lincoln Glen -- and I had a large Mexican girl and

I did my own yard duty in the afternoon, I was by myself. I had a coat closet but that was open, it didn't have a door, and so I would put my things in there. So one day I had a gift 'cause my husband and I were going out to dinner, it was a birthday dinner, and so I put this gift on the shelf in the closet and when I came to go home the gift was gone and it was a nice bracelet. And I had also missed milk money out of my desk but I hadn't said too much about that. Well anyway, I had a wonderful principal and so she said, "Well we're going to find out about that." Well I really felt awful because, you know, if it's gone so she sat in the closet while I went out for yard duty and _____ periods and sure enough this big girl came in and my principal said she thought she'd done the wrong thing 'cause she thought the girl was gonna faint dead away (laughter). And she did, she had to own up and the parents had to....

NL So the girl came into the closet?

MH Yes and she was gonna take whatever was there. So anyway, the parents gave me the money for the bracelet and returned the milk money. Then I had another, well this was just kind of a funny experience. Two of the children were arguing, a very nice little boy and a very nice little girl, and I don't remember whether it was

hitting or calling names -- I guess it must have been calling names -- so finally we asked our principal, Mrs. Pullman, to maybe settle it. So she began to ask them about it and so she turned to the little boy and she said, "David, well what did you say?" He said, "Mrs. Pullman, I didn't say a damn word." (Laughter) So that did it, poor David went to the office (laughter). So those were kind of interesting experiences. You know, I had children who came to visit, one little girl's mother died during the year and I felt really quite close to her. I _____ for two years _____ and I was invited to engagement parties and _____, it was very very rewarding.

NL What were some of the more difficult things that you had to do?

MH Holding children back, very very. Yes, and children weren't identified the way they are now and teaching slow children and having to teach them -- I mean very slow children who knew that they weren't able -- you see, reading aloud is a very very hard thing and the children who knew they weren't reading well I felt so sorry for them.

NL They really didn't do anything to help those kids either.

MH No, now they are, now. But of course some of them were big and it was just very, it was hard. And that was hard but it was your job, you just got used to it. And of course the children who were very very restless and hyper those were the children that I couldn't control and then a couple of girls that I had did have to leave the classroom.

NL Did you end up seeing more kind of hyperactive children after times progressed?

MH Yes yes, but not really what there are now. I don't think there were as many single parents and I don't think as many mothers worked, women didn't work quite as much then.

NL Did you see much difference in the children of working mothers?

NL Truthfully, I don't remember any mothers who did work really. Lincoln Glen was really a very very nice community, I mean very nice middle class families.

NL Just very pleasant.

MH Not many children's mothers did work. In other words,

not many children lived in apartments and of course condos, there wasn't any such thing in those days. And some of the children still _____, their parents had more _____.

NL Down in Lincoln Glen?

MH Uh huh yeah, a _____. So no, I really don't remember too much about working parents, there may have been some but it didn't seem to influence the children too much. Yes I, speaking about incidents, yes I did have one child whose mother was -- well, she always used to talk about Mama's boyfriends and I'm going to meet Uncle Al and she did come from a broken home and a very peculiar home. Her mother wanted me to take her down to the bus to meet someone, which of course I couldn't do, and then sometimes my principal asked me if I would walk to the end of the school yard to be sure that she met the proper person, I don't just remember who it was now, but to get home. And she had problems but she was a very approachable child.

NL Do you have contact with any children still?

MH Well you see, when I retired in 1972, my husband and I had made plans to go to Arkansas. We'd bought some

property there and we built a house there and so we were always gonna....

NL

MH Uh huh yeah, well no I did keep in contact with some of the children and one of the parents writes to me every Christmas still and I knew about her daughter and she's a teacher too (laughter).

End of Side 1, Tape 1.

Side 2, Tape 1.

Transcriber's note: There is an 11 minute gap in Side 2 before the recording begins.

MH Well, my husband was ready to retire. I would like to have taught one more year but I felt like times were changing and I didn't really feel like I was able to keep up like I would like to.

NL Uh huh. In what ways were they?

MH Well we had a change in our district superintendent in San Jose schools and a young _____ person, had so

many meetings and we were constantly changing and it was also at the time when there were a lot of -- beginning of _____ public schools. Well, it didn't influence me so much but we had to go to so many meetings. But I can remember we had an assembly and several negro girls stood up on their seats, you know, kind of demonstrating. Oh these were teachers, I don't mean children.

NL Oh, teachers were doing this, oh uh huh.

MH Negros.

NL Your husband wasn't a teacher?

MH No no, one teacher was enough (laughter).

NL Well, I've kind of run out of questions. Do you have any other _____?

MH Well, I could say I thoroughly enjoyed teaching and my advice is that if you didn't like teaching don't do it.

NL But you don't know until you try it (laughter).

MH That's right. I mean if you _____, don't do

it. And I think teachers now have so much more to work with than we did.

NL Well, it's true they do have a lot more to work with.

MH Oh yes, yes.

NL Many things are much more difficult too.

MH Yes yes, well having two languages to contend with. So many children now can't speak English and that's very very hard. Even at Oak Grove most of the children couldn't speak English and they soon learned really, they learned from each other so fast too.

NL Did you have any special, I guess, any special curriculum in those days to help you with bilingual children?

MH No no.

NL You were kind of just on your own.

MH Not really, no, because there weren't that many then. No really, no, there wasn't any help.

NL Was there anybody out from the county that would scout

out these children, like migrant children, and make them go to school?

MH At one time there were migrant schools, you know.

NL In addition, they were around in addition? I know there are still some migrant teachers.

MH Yes, I'm really not very clear on that but see I didn't start teaching with my classmates. I was ten years younger but teaching positions were very very hard to get in 1932 when I should have graduated. And some of my friends did teach in migrant schools, you know, just to get a start.

NL Uh huh. Well you really enjoyed your years of teaching.

MH Yes very very much. And I enjoyed it at Oak Grove but it was very hard work _____.

NL I'm sure with 50 plus children (laughter).

MH You had such wonderful support from the trustees. For instance, when I applied for the school and I got the position, the trustees said, "Well you're gonna get" -- well this meant this was my salary -- "You're going to

get the same salary as the other teachers because you're going to have to work that much harder. They're already experienced." (Laughter) That was really kind of an odd way of looking at it. (Laughter) You know, people are paid by the years they teach (laughter).

NL Usually, that's right (laughter).

MH They were very very nice. Well I guess they realized that it's kind of hard.

NL They were throwing you into the kettle, huh?

MH Yes. Well other people have been and I came after some very very successful teachers. Of them _____ the Supervisor of San Jose District. As I said, I was lucky. Oak Grove was a very nice school. Another teacher was also -- of course she wasn't a district supervisor, I don't remember her position -- but she did very very well, quickly became our principal. She was from Oak Grove too.

NL When had the Oak Grove School District been formed? Do you know?

MH I really don't know. When I taught there it wasn't a

district.

NL I know it wasn't a district at that time. It was after you left.

MH I really don't know. I doubt if it was 10 years after I left, maybe, but Mr. Leonard Herman, I think, was the principal and he was principal for a good long time and that's when the school modernized. Of course, Nancy, you've gotta remember I retired in 1972 and I'm 80 years old, my memory's failing (laughter).

NL You've done a good job (laughter). Well, I think we've pretty much covered....

MH Well would you like some coffee? It's decaf.

NL Yeah, sure.

MH Is decaf....

End of Side 2, Tape 1.